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ABSTRACT

Resulting from a series of workshops for local teachers held in April 1968, this resource unit provides guidelines for teachers who plan to explore the world of work in their programs. Developed for use in Grades 7-10, the unit outlines the teaching of six major concepts: (1) World of Work, (2) Self Concept of Work, (3) Personal Grooming and Health, (4) Requirements for Working, (5) Dual Role of Women, and (6) Home Economics Oriented Occupations. Also included are educational goals and concepts, learning experiences, and generalizations. Appended are a working vocabulary for the unit and sample student reaction forms. (JS)

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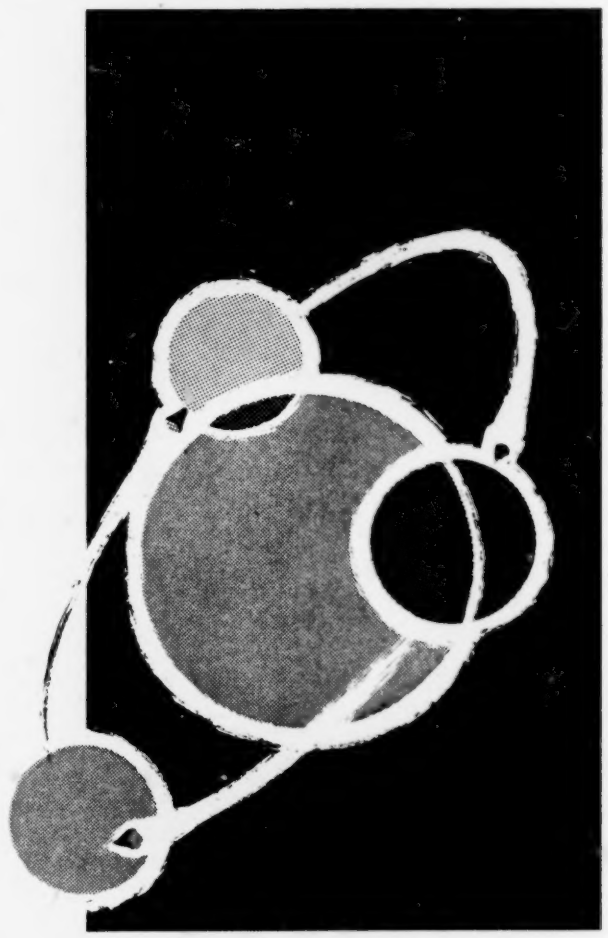
HOME ECONOMICS OCCUPATIONS

AN EXPLORATORY UNIT



HOME ECONOMICS OCCUPATIONS

AN EXPLORATORY UNIT

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FOREWORD

One of the ways we can achieve relevance in general education is to infuse all subject matter with illustrations from the world of work. We need to provide opportunities for students to explore the working conditions, political and social environment, and responsibilities of each of the career fields that are open to them. We must give students opportunities to acquire the knowledge, skills, and attitudes that will assure successful entry into their chosen fields.

This is one of a series of resource materials which will be published, and it is my hope that these materials will encourage teachers to expand career exploration in grades 7–10.

By providing the opportunity for students to explore career fields, teachers will be helping them to make wiser career choices and to plan educational programs that relate to their career goals.

DALE PARNELL
Superintendent of Public Instruction

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This resource unit for orientation to occupational opportunities for home economics students was developed by local teachers mentioned above in three area workshops during the spring of 1968. Mrs. Grieve edited these workshop materials, which were distributed in the first printing as a unit entitled, "Let's Explore the World of Work."

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PREFACE

If we are convinced that everyone has the right to an equal education, then we must reassess our present curricula and find ways to provide occupational education for all students. We must be certain that vocational education and general education complement each other.

Someone said, "The open door of education must be more than opened; it must open onto something worthwhile." It is upon this premise that the following resource unit was developed. It is a compilation of work materials prepared during three two-day workshops in Oregon during April 1968. Twenty-three homemaking teachers were involved in the workshops.

Hopefully, the unit will provide some guidelines for teachers who plan to explore the world of work in their programs.

While the unit was planned by homemaking teachers, we believe it is general and could be used effectively by other teachers or teams of teachers.

It is our further belief that life-work exploration is an ongoing process which begins early in life and that this unit should be taught no later than the ninth grade.

Whenever possible, it would seem judicious to involve the entire school faculty in planning the unit. Each faculty member could then contribute his strengths by teaching that portion which fits his unique background and preparation. The unit has been purposely set up in simple concept blocks so that parts can be taught in various classes. The English faculty might teach the writing of application letters; the health faculty, personal grooming and health; the social studies faculty, philosophy and resources; the speech department, communication skills; the homemaking teacher, nutrition and management.

It is possible that many of these concepts could be developed concurrently, thereby emphasizing occupational exploration.

By helping the student develop a realistic self concept, the faculty would be helping him meet the challenges of tomorrow's world with maturity and a sense of security. Our most important resource, human talent, would thus be conserved and utilized.

One might hypothesize that a unit such as this would have implications for administrators and school boards when engaged in planning buildings and curriculums for the future. Other anticipated implications are a need for closer correlation of materials to be presented within a department, cooperative planning between departments, greater flexibility in scheduling of classes, curriculums which allow mobility of students between departments, buildings which provide facilities for vocational training for entry-level skills in various occupational clusters, schedules which provide teachers opportunities to team-teach or exchange-teach classes, utilization of communication media to present unique demonstrations and/or lectures by specialists to large groups at one time, and curriculums which provide opportunities for adults to upgrade their knowledge and/or to learn skills which prepare them for today's world.

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Director, Career Education

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LET'S EXPLORE THE WORLD OF WORK
Home Economics Occupations Unit

GOALS AND OBJECTIVES

I. Acquaint students with the world of work as evidenced by their abilities to discuss work opportunities and conditions in their community, state, country, and world.

II. Help students develop an ability to cluster occupations as evidenced by their abilities to analyze commonalities of various jobs.

III. Help students realize that to succeed in work a broad-based education is needed as evidenced by their abilities to put into words their interpretations of other people's feelings.

IV. Provide opportunities for students to recognize the necessity to adapt to another person's viewpoint without a feeling of losing face as evidenced by the compensations they make as they experience different situations.

V. Help students realize that a general educational background is an essential to most vocations as evidenced by their abilities to relate and use relevant information from each of their classes.

VI. Give students a realistic self-image as evidenced by their abilities to identify and discuss their own strengths and weaknesses.

VII. Give students opportunities to identify with, choose, and understand better the work of an occupation as evidenced by their investigations of the occupation.

VIII. Build a bearing of proper posture, grooming, and attitudes toward work as evidenced by the student's ability to look acceptable and make full, constructive use of his class time.

IX. Help students develop skills which are beneficial now and can be built upon tomorrow as evidenced by their willingness to practice and their degree of performance.

X. Acquaint students with the changing role of people-women—in today's society as evidenced by their abilities to demonstrate time and energy conservation practices.

XI. Provide opportunities for students to identify, inspect, compare, and appraise occupational opportunities available to them through home economics oriented skills as evidenced by their abilities to analyze skills needed for specific jobs.

XII. Acquaint students with legal aspects of the world of work as evidenced by their abilities to answer accurately pertinent questions on a written test.

These objectives are for the teacher and were used in planning unit content. Students should plan their own goals in terms of their own needs.

ANTICIPATED STUDENT BEHAVIORS

1. Know work opportunities in his own locale, state, country, and world.
2. Formulate and appraise own self concept.
3. Recognize the personal qualities necessary for successful employment.
4. Know about and compare occupations which are attainable for him.
5. Demonstrate a salable skill.
6. Practice proper posture and speech.
7. Formulate attitudes about work which will lead to a more creative, happy life.
8. Relate legal aspects of work to chosen occupation.
9. Possess a working vocabulary which relates to the world of work.
10. Show empathy and compassion for others.
11. Demonstrate ability to assess another's feelings.
12. Show ability to adjust and adapt one's own viewpoint.
13. Appraise viewpoints of others.
14. Relate concepts developed from learnings in other classes to this unit and to one another.
15. Demonstrate knowledge and skill in management principles and practices.
16. Formulate knowledge about roles of men and women in today's society.
17. Identify skills necessary for various occupations.
18. Identify common skills of occupations.

1. MAJOR CONCEPT: WORLD OF WORK

GOALS

I: Acquaint students with the world of work as evidenced by their abilities to discuss work opportunities and conditions in their community, state, country, and world.

II: Help students develop an ability to cluster occupations as evidenced by their abilities to analyze commonalities of various jobs.

III: Help students realize that to succeed in work a broad--based education is needed as evidenced by their abilities to put into words their interpretations of other people's feelings.

CONCEPTS	LEARNING EXPERIENCES	GENERALIZATIONS
World of Work	Pretest: Show pictures of men and women at various tasks. Have students discuss: Is this work? Why?	Individuals view work differently. One man's work is another man's play.
Definition of Work	Define work. Have students start a vocabulary list (see Appendix A).	Work is a positive contribution to human growth and development.
	Conduct buzz sessions on: Why work? How is work rewarded?	The way one feels about work might affect his occupational opportunities.
	Explore, discuss, and differentiate meanings of occupation and job. Compare student's and dictionary's definitions.	Work can provide, besides money income, personal satisfaction, approval of others (praise, respect, prestige), and a chance for advancement. One's definition of an occupation or job may reflect one's background.
	Evaluation: Differentiate occupation and work.	
Resources: a. Human Resources	Analyze the importance of human resources. Example: The talent of people to (1) help others become self-sufficient, (2) develop opportunities, (3) use available resources, (4) create, think, explore.	People are our most important resources.

		Investigate ways to help unemployed and/or physically and mentally handicapped persons so they feel and are productive.	Abilities and skills are developed through formal and informal education.
		With each reading assignment have students write a summary (see Appendix B).	
	b. Natural Resources	Study own localities–their development, business and industry, cultural heritage–to understand how our natural resources are used and abused, and how to conserve them.	Conservation is basic to continued opportunity.
		Use a map to locate or group job opportunities at the local level. Extend this activity to state, national, and/or world.	Occupational opportunities may be contingent upon natural resources. Occupational opportunities differ from region to region.
		Evaluation: Analyze why a specific industry is located in your community.	
		Follow-up: Survey where graduates of five, ten, and twenty-five years ago have located.	Our population is mobile so we must extend our learnings beyond our immediate locality.
3	History of Work	Through the use of novels and/or short shories, study how the work concept has changed and/or developed. Example: Forbes–*Mama's Bank Account* Galbraith–*The Affluent Society* McDonald–*The Egg and I* Leverson–*Everything, But Money* Schulberg–*What Makes Sammy Run*	Our American heritage is founded on the concepts that work is honorable and that each individual accepts responsibility for others as well as himself.
		Evaluation: Write a summary paragraph on the novel. Read, drawing pertinent generalizations which show an understanding of how values affect one's work.	One's values affect and/or reflect how one perceives work.

GOALS

III: Help students realize that to succeed in work a broad-based education is needed as evidenced by their abilities to put into words their interpretations of other people's feelings.

VI: Give students a realistic self-image as evidenced by their abilities to identify and discuss their own strengths and weaknesses.

VIII: Build a bearing of proper posture, grooming, and attitudes toward work as evidenced by the student's ability to look acceptable and make full, constructive use of his class time.

X: Acquaint students with the changing role of people-women in today's society as evidenced by their abilities to demonstrate time and energy conservation.

CONCEPTS	LEARNING EXPERIENCES	GENERALIZATIONS
Attitudes toward work	Have panel with a parent, grandparent, and great grandparent discussing their roles when they were teen-agers. Students can then use this information as a springboard for discussing changing roles in today's families.	Family patterns are changing so role characteristics are different than when our parents and grandparents were teen-agers.
	Have boys and girls compile separately a list of father's role and mother's role. Compare and discuss their lists.	
	Ask students to bring cartoons, comics, or pictures which depict an attitude toward work. Analyze the underlying attitude and its effect on the work to be done.	One's attitudes about life influence one's attitudes about work and may contribute to his ability to work.
	Discuss feelings using open-ended sentences such as: I feel good when . . . and I feel sad when . . .	One's work should be a source of satisfaction to him.
		"When love and skill work together, one can expect a masterpiece." Ruskin
		Doing a common job well takes the drudgery out of it.
		Success is being able to do what one can do well with pride and satisfaction.

Read: *My Wage* by Jessie B. Rittenhouse (Appendix C) *Dishes* Source unknown (Appendix D) *Building Cathedrals* by Omaha Bee (Appendix E)		
While showing pictures of various tasks of a specific occupation, have the students fill in a reactor sheet entitled: I'm going to show you pictures of the tasks performed by a . . . Pretend you are that person and that your employer has asked you to do that task. Write down your first reaction then ( ) check the appropriate columns. The columns are headed "Know How To Do," "Do Not Know How To Do," "Would Do Willingly and Enjoy," "Would Do Willingly But Would Not Enjoy," and "Would Not Do." (Appendix F)	No task is too small to do well. Do your best always not because the task is worth it but because *you* are. Actions reflect attitudes. Every job will have some unpleasant aspects. If there are too many unpleasant aspects of an occupation, it might be well to consider different occupations.	
Evaluation: Students prepare skits to present and show how attitudes and personalities enter into one's success on the job.		Attitudes and personalities can determine a person's success at a job as much as a person's skills at a particular job.

GOALS

I: Acquaint students with the world of work as evidenced by their abilities to discuss work opportunities and conditions in their community, state, country, and world.

VII: Give students an opportunity to identify with, choose, and understand better the work of an occupation as evidenced by their investigations of the occupation.

XII: Acquaint students with legal aspects of the world of work as evidenced by their abilities to answer accurately pertinate questions on a written test.

CONCEPTS	LEARNING EXPERIENCES	GENERALIZATIONS
Legal Aspects of Work	Study *Handbook for Teen Wage Earners,* An Oregon Bureau of Labor publication.	Some work opportunities are regulated by state and/or federal law.

CONCEPTS	LEARNING EXPERIENCES	GENERALIZATIONS
		Child labor laws were designed to protect the young.
	Study laws governing work–Social Security, Retirement, income tax, Workmen's Compensation.	A knowledgeable person can evaluate regulations concerning himself.
	Have guest speakers from Bureau of Labor, Internal Revenue Service, State Employment Service, Social Security office.	
	After each guest speaker, have students fill in a Resource Visitors Report (see Appendix G).	
	Find out what jobs require a state work permit. Find out how to apply for a work permit and for a special permit.	
	Evaluation: Written test over laws which govern work.	
Formalities of Getting Work	Use a bulletin board entitled *How Do I Sell Myelf?* Have a silhouette of a telephone, a person, and a letter. Use these to discuss the way one applies for a job.	Employers may place a high premium on personal traits which are often conveyed through an application form or interview.
	After each audiovisual presentation, have students fill in audiovisual reports (see Appendix H).	
	Read, examine, and practice writing application letters.	
	Secure for study application blanks from various firms and professions. Have students fill out an application blank.	
	Evaluation: Write a letter of application. If possible have an employer evaluate it.	
	Compile a list of documents which may be needed for securing a job (birth certificate, social security, etc.)	Different jobs have common requirements.
	Study how and where one applies for these documents.	
	Role play a telephoned application for an interview and/or a job. (Actual phones can be secured from the Bell Telephone Company.)	Practice can make the real experience more meaningful and satisfactory.

Evaluation: Use a student-teacher developed rating scale during role play.	
Ask a personnel director to present what he looks for when interviewing a prospective employee.	
Teacher and students set up a rating scale of personal qualities a person should have to get and keep a job. Students rate themselves. Then work to improve where needed.	
Evaluation: Ask several personnel directors to interview students and then rate them on this scale, or on one of their own.	
Determine what references are and what they mean.	What one does speaks louder than what he says.
Have students prepare lists of persons who might write references if asked.	We become what we live.
Study social graces involved in asking for references.	Employers want people who value integrity, time, responsibility, honesty, reliability, punctuality as well as knowledge of the job.
Role play asking someone for references.	Development of traits and skills necessary for a productive employer is a continuous process.
Evaluation: Write a reference for your best friend.	

GOALS

I: Acquaint students with the world of work as evidenced by their abilities to discuss work opportunities and conditions in their community, state, country, and world.

V: Help students realize that a general educational background is an essential to most vocations as evidenced by their abilities to relate and use relevant information from each of their classes.

VIII: Build a bearing of proper posture, grooming, and attitudes toward work as evidenced by the student's ability to look acceptable and make full, constructive use of his class time.

XI: Provide opportunities for students to identify, inspect, compare, and appraise occupational opportunities available to them through Home Economics oriented skills as evidenced by their abilities to analyze skills needed for specific jobs.

CONCEPTS	LEARNING EXPERIENCES	GENERALIZATIONS
Opportunities for Work	List jobs held by fathers, mothers, other family members.	To find a satisfactory niche in the world of work, many avenues of approach may need to be tried.
	Do a community survey of job opportunities.	
	Read want-ads in local paper.	
	Have a person from the employment office speak on job opportunities and needs of the labor market in the area.	
	Have a guest speaker from a nearby college discuss career choices with students.	
	Use statistics from the Department of Labor to compare number of unemployed to number of available jobs in communities.	Each job requires skills and abilities unique to it.
	Discuss reasons for unemployment when jobs are available.	
	Think of needs which would mean possibilities of more job opportunities for youth in the community.	Youth needs to become aware of the opportunities open to him and of the salable skills which he possesses.
	Form a youth employment agency to help teen-agers find jobs.	Through opportunities to earn money, wise management can be learned.
	Prepare a "Facts and Figures" bulletin board on opportunities for summer employment for youth in your area.	Successful people make more opportunities than they find.

CONCEPTS	LEARNING EXPERIENCES	GENERALIZATIONS
	Have students tell of jobs they have held either part time or during the summer. **Evaluation:** Have students list ways they could find a job.	

2. MAJOR CONCEPT: SELF CONCEPT OF WORK

GOALS

VI: Give students a realistic self-image as evidenced by their abilities to identify and discuss their own strengths and weaknesses.

IX: Help students develop skills which are beneficial now and can be built upon tomorrow as evidenced by their willingness to practice and their degree of performance.

XI: Provide opportunities for students to identify, inspect, compare, and appraise occupational opportunities available to them through Home Economics oriented skills as evidenced by their abilities to analyze skills needed for specific jobs.

CONCEPTS	LEARNING EXPERIENCES	GENERALIZATIONS
Self Concept of Work	Study the booklet *How To Get A Head Start On Success,* (Available in quantities from Olympia Typewriter Division of Inter-Continental Trading Corporation, 90 West Street, New York 6, New York) and/or Ganley and Ellis–*Know Yourself,* McGraw-Hill, 1966.	"From the Gods comes the saying 'Know Thyself.' " Juvenal A realistic self concept can help one set goals which are attainable.

CONCEPTS	LEARNING EXPERIENCES	GENERALIZATIONS
		When one can set attainable goals, he is more apt to find happiness in his life.
Developing a Self Concept	List things you have done which might provide experience for a job. Examples: volunteer projects in Scouts, Camp Fire, 4-H, nursery homes, church, neighborhood, etc.	Working with people helps to develop a cooperative attitude.
	Evaluation: Tape a personal conference with students who are discussing their goals, abilities, etc. Student listens to tape alone and analyzes self from way he is able to listen, accept suggestions, give information, use proper speech. Discuss with teacher.	Each experience that a person has adds to personal growth and development.
Analyzing of Self	Administer the *Kuder Preference Test.*	Jobs should be chosen according to interest and abilities.
		If one likes his work, he is apt to do a better job.
	Through discussion, reading work descriptions, or observing films each student identifies as many of his own specific skills, strengths, weaknesses, and preferences as possible.	Students need to be able to look at their strengths and weaknesses objectively if they are to make wise occupational choices.
	Evaluation: Finish the paragraph: "I will be a good employee because (give specific reasons). . ."	What gives a person satisfaction as well as what he can do should be considered in choosing one's occupation.
	Evaluation: Develop a "Take Stock of Yourself" rating scale. Students prepare a resume of talents, abilities, and experiences.	Satisfactory placement of an employee requires matching an employer's needs to an employee's abilities, experiences, and interests.

	Use "What Have I To Offer?" and/or "Maturity, Are You There?" rating scales. (Appendix J)	There are certain personal traits upon which all employers place a high premium.

3. MAJOR CONCEPT: PERSONAL GROOMING AND HEALTH

GOALS

VI: Give students a realistic self-image as evidenced by their abilities to identify and discuss their own strengths and weaknesses.

VIII: Build a bearing of proper posture, grooming, and attitudes toward work as evidenced by the student's ability to look acceptable and make full, constructive use of his class time.

CONCEPTS	LEARNING EXPERIENCES	GENERALIZATIONS
Personal Grooming	See and discuss a filmstrip such as *5 Magic Mirrors* on grooming.	Grooming is an expression of one's self concept.
	Analyze one's own personal grooming.	Good grooming leads to self-confidence.
	Set up personal grooming schedule.	First impressions are often based on grooming.
	Evaluation: Students complete checklist before and after unit on their own grooming. Teacher could then compare self-perception of student with reality.	First impressions tend to be lasting impressions.
	Invite resource people such as:	

CONCEPTS	LEARNING EXPERIENCES	GENERALIZATIONS
	Beauticians: Makeup Care of: Hair Hands	
	Well groomed college student or a mother: Demonstrate care of clothes	
	Charm school employee: Correct posture Body control Mannerisms Social grace	
	Personnel director from business firm: Business grooming	Acceptable standards of dress and grooming must be followed in order to get and hold a job.
	Experiment with and practice application of make-up, appropriate hair styles, etc.	
	Evaluation: Have students come to class properly groomed for a specified job. Other students, teachers, or business personnel managers rate them on a prepared scale.	Different occupations require different grooming habits.
Health	Through checklists and testing by school nurse, have each student analyze his health (general vitality, hearing, eyesight, any abnormalities).	The condition of one's health will have a direct bearing on the type of work which should be attempted and/or which will be tolerable to him.
		Many jobs require a physical examination and/or a health certificate for each employee.
	Pretest: Have each student choose a day's menu from food models and tell why each was chosen. Ask students to write down their choices and keep paper until after study of nutrition.	We are what we eat.
		It is beneficial to one's health to include the proper food in one's diet.

		Study the basic four food groups and the use to which our body puts each nutrient. Show films: *Food–The Color of Life,* and *It's All in Knowing How.* Both are available from: Audiovisual Instruction Division of Continuing Education Coliseum 131 Corvallis, Oregon 97331 **Evaluation:** Repeat the pretest to determine how the student's knowledge grew.	
a. Mental Health		Show a film on how one's mental health affects his day-to-day living. Films: *Act Your Age, Attitudes and Health,* and *Control Your Emotions* are available from Audiovisual Instruction, Division of Continuing Education, Coliseum 131, Corvallis, Oregon 97331.	Mental health is affected by attitudes and physical health. Either of the two affect one's ability to work.
b. Physical Health		Have a physical education instructor demonstrate exercises for body tone and for relaxation. Practice these. **Evaluation.** Prepare a pep talk for a group of Cub Scouts or Brownies which will help them realize the benefits of good health habits.	Health habits must be practiced to be beneficial. Our health can be aided by proper diet, adequate sleep, physical exercise, and stable emotions.
		Read a story or novel to illustrate a point relative to how grooming or health affects one's occupation. (Laign, "The Next Step," *Co Ed,* October 1965.) **Evaluation:** Analyze whether or why not the character might get the job.	
		Identify health defects which might affect specific occupations. (This could be a checklist with clusters of occupations.)	One needs to accept one's limitations, then find ways to live with and/or to rise above them.

CONCEPTS	LEARNING EXPERIENCES	GENERALIZATIONS
	Analyze ways one shows emotions by role playing actions, mannerisms, and/or speech which relfect an emotion.	One's emotions are one measure of his maturity.
	Discuss desirable and undesirable emotional outlets.	Maturity is a sought after and dynamic characteristic.
	Have a panel with a dietitian, doctor, nurse, and psychiatrist to present the relationship of diet, sleep, emotions, and exercise to general health.	
	Evaluation: Have each student consider how his habits of diet, sleep, emotions, and exercise affect his general health. Determine in what ways, if any, he could improve health by changing habit.	One's health condition may be an index to his productivity on a job.

4. MAJOR CONCEPT: REQUIREMENTS FOR WORKING

GOALS

II: Help students develop an ability to cluster occupations as evidenced by their abilities to analyze commonalities of various jobs.

IV: Provide opportunities for students to recognize the necessity to adapt to another person's viewpoint without a feeling of losing face as evidenced by the compensations they make as they experience different situations.

V: Help students realize that a general educational background is an essential to most vocations as evidenced by their abilities to relate and use relevant information from each of their classes.

VII: Give students opportunities to identify with, choose, and understand better the work of an occupation as evidenced by their investigations of the occupation.

IX: Help students develop skills which are beneficial now and can be built upon tomorrow as evidenced by their willingness to practice and their degree of performance.

XI: Provide opportunities for students to identify, inspect, compare, and appraise occupational opportunities available to them through Home Economics oriented skills as evidenced by their ability to analyze skills needed for specific jobs.

CONCEPTS	LEARNING EXPERIENCE	GENERALIZATIONS
World of Work	Having established a relatively realistic self concept and matched it with what *seems* like a good occupational choice, investigate that occupation in all possible ways.	Occupational choices should have a realistic basis–be related to an individual's interest, abilities, and aptitudes.
Requirements for Working	Using Volume I, *Dictionary of Occupational Titles* (D.O.T.), and other available literature formulate a job description of your choice(s).	A skill may be common to a variety of occupations.
	Using Volume II, *D.O.T.*, compile a list of related occupations.	Occupations may be similar in some respects yet different in others.
	Analyze the commonalities and differences in these jobs.	
	Talk with and/or observe a person already employed in the field of your choice.	Careful study, close observation, and/or participation in a type of work should be done before settling on it as a career and taking extensive training in it.
	Interview several employers in your chosen field to find out what each expects from his employees.	Each employer may perceive the same job differently.
	Evaluation: Pretend you are a counselor who has been asked by a young person to tell him how he might decide what he wants to do. Write or tape your answer.	
	Analyze jobs available in your community for skills and abilities required.	Skills required vary from job to job and promotion is generally contingent upon achieving more than a minimal skill.

CONCEPTS	LEARNING EXPERIENCES	GENERALIZATIONS
	Create a performance scale for (1) how an average worker performs, (2) how an exceptional worker performs, (3) how an "about to be fired" worker performs. Role play aand discuss the standards appearing on the performance scale. In a work-study situation, these rating scales could be used to judge the employer's performance. This could also be a "just pretend" situation where one used role playing.	It is wise to look for work after finding a job.
	Discuss changes in the labor market due to technological advances. Refer to *D.O.T.* Second and Third Edition.	People need to be prepared to work at various jobs to meet technological changes. Jobs change and people must be prepared to change with them. The person who can adjust to change and project his thinking to future needs will have great opportunities.
	Observe a worker on the job, and record what is seen and heard.	Firsthand knowledge is often more accurate than hearsay.
	Prepare lists of the advantages and disadvantages of your chosen occupations.	Each job will have some disadvantages as well as advantages.
	Identify occupations requiring solitary work and those needing close teamwork.	There are jobs available for those who prefer to work alone as well as for those who prefer to work with others.
	Create a bulletin board depicting skilled, semi-skilled, creative, and routine jobs.	Some jobs allow for creativity while others need precision and repetitive behavior.

	Have each student identify a skill which could be developed as a means to an end. Example: Earning money for a college degree by being a waitress. Work on developing a proficiency in that skill. As a proficiency is acquired, give a certificate or card stating this. **Evaluation:** Develop a rating scale for proficiency in the skill. Example: A proficiency in ironing is achieved when a student can successfully: (1) press a woolen garment, (2) iron a starched white cotton long-sleeved shirt, (3) press a "wash and wear" blouse, (4) iron a linen tablecloth. **Follow-up:** Have a five-year check to see how each student has used his skill.	A well-developed skill is like a jewel in your pocket. It not only is yours to enjoy, but it can also be used to bring cash income if and when needed. The most valuable education is that which has a long range impact on one's life.

5. MAJOR CONCEPT: DUAL ROLE OF WOMEN

GOALS

IX: Help students develop skills which are beneficial now and can be built upon tomorrow as evidenced by their willingness to practice and their degree of performance.

X: Acquaint students with the changing role of people-women in today's society as evidenced by their abilities to demonstrate time and energy conservation practices.

XI: Provide opportunities for students to identify, inspect, compare, and appraise occupational opportunities available to them through Home Economics oriented skills as evidenced by their abilities to analyze skills needed for specific jobs.

CONCEPTS	LEARNING EXPERIENCES	GENERALIZATIONS
Dual Role of Women	Make a tape by reading "An Open Letter To A Not So Little Girl Growing Up," *Family Circle,* May 1966.	On the following pages some facts which should help students understand why women need preparation for wage earning.
Changing Role of Women	Follow with a picture-lecture on the roles of women. Before class, put letters across top of bulletin board to say, "I Am Many Things To Many People," and across the bottom say, "For I Am A Woman." As you present the roles, add pictures, have students discuss the various roles.	
	Study statistics on women at work using *American Women–Report on President's Commission on the Status of Women,* U.S. Government Printing Office, and *Handbook on Women Workers,* U.S. Department of Labor.	One out of three workers in the United States is a woman. One out of three women of working age is now working. One out of two women who are employed is married. In one out of four families, both partners are employed. In one out of ten families, a woman is the sole support.
	Have students draw implications of these statistics.	A woman needs to be prepared to earn.
	Survey students to determine the number with working mothers. Figure percent of working mothers per class.	At some time, it may be necessary for a homemaker to assume partial or full financial responsibility for her family.
	Have students write a paper, "I'm Glad My Mom Works . . ." or "I'm Glad My Mom Makes Our Home Her Career." Discuss.	
	List advantages and disadvantages of women working outside their home.	

	Have a round-table discussion by young women who work (part time or full time) yet maintain a home. (Try to have women who are just married; married several years, but childless; married with one child; married with several children; and a woman who is the sole support of her family.) Each presents her experiences.	
Management Problems of Women Who Work	Ask an older woman who has successfully combined marriage, raising a family, and a career to share her philosophy and management principles.	Management problems increase with the dual role of women. It is possible to successfully combine a career and marriage.
	Question how her husband helped her to be successful in this dual role.	The cooperation and understanding of one's spouse is necessary when one combines career and marriage.
	Demonstrate time and energy conservation practices in management of meals, care of home and clothing. Practice these in school and at home.	Planning and organization are essential to good management practices.
	Evaluation: Students give prepared demonstrations on a time or energy conservation practice and explain to the class. Teacher and class evaluate their techniques.	
	Have a reading center and/or bulletin board for newspaper stories, autobiographies, magazine articles, etc., about women who work.	Reading about successful women will provide models for students to emulate.
	Do a comparison of a preprepared and made-at-home product. Example: Compare flavor, appearance, taste, and appetite satisfaction of a TV frozen dinner and a homemade one containing the same food.	There are many prepared items on the food market to assist the working homemaker.
Benefits of Dual Role	Compile a list of benefits that a career can provide for a woman.	A careful analysis of the benefits of a career combined with homemaking will enable one to make a wise decision on whether or not to accept a job.
	Analyze extra expenses a homemaker might have if she works outside her home.	

6. MAJOR CONCEPT:
HOME ECONOMICS ORIENTED OCCUPATIONS

GOALS

II: Help students develop an ability to cluster occupations as evidenced by their abilities to analyze commonalities of various jobs.

VII: Give students opportunities to identify with, choose, and understand better the work of an occupation as evidenced by their investigations of the occupation.

IX: Help students develop skills which are beneficial now and can be built upon tomorrow as evidenced by their willingness to practice and their degree of performance.

XI: Provide opportunities for students to identify, inspect, compare, and appraise the occupational opportunities available to them through Home Economics oriented skills as evidenced by their abilities to analyze skills needed for specific jobs.

CONCEPTS	LEARNING EXPERIENCES	GENERALIZATIONS
Home Economics Oriented Occupations	Compile a list of jobs that use homemaking skills. Group them according to skill used to form occupational clusters.	There are many opportunities for jobs which use homemaking skills.
Clothing	List occupational clusters that use sewing and clothing skills. Use *D.O.T.* to find job descriptions.	Women who work outside their home may need help in maintaining their wardrobe.
	Have students demonstrate care of clothing (hemming, sewing on buttons, spot removal, pressing).	A knowledge of how to do a job will make the work easier.
	Have teacher demonstrations on alterations. Examples: shortening trousers, taking flare out of a skirt.	
	Have a guest speaker on home sewing stress how one gets started, prices, advantages and disadvantages.	Some women may prefer to earn money through work in their home.

		When one works in her home, she is more apt to be able to set her own time limitations.
	Evaluation: As an extended experience ask each girl to do three separate tasks on care of clothing. (Some girls may wish to alter a garmet.)	
	Have students fill in "Work Experience Report Forms" after each extended experience (see Appendix L).	
Child Care	Have students tell of their experiences with child care. Survey number of families represented in class who use some type of child-care services.	With more women seeking employment outside the home, there is apt to be a greater need for day care centers for children.
	Ask a person who works in a day care center, or a kindergarten teacher, to discuss some special needs of children cared for by persons other than their parents.	If one understands the needs of small children, he can more readily appraise the type of care that is desirable.
	Visit a day care center.	
	Evaluation: Have students choose one aspect on which to write a paragraph showing that care given to the child's needs.	
Hospitality Services	From *D.O.T.* get descriptions of jobs connected with hospitality services.	
	Check legal requirements concerning these services.	Some occupations are regulated by state and federal laws.
	Take a field trip to a motel to see a room "make-up." Talk to the receptionist and head housekeeper as well as the manager.	Knowledge can be obtained through a variety of methods.
	Have students fill in Field Trip Report form (see Appendix K).	
	As an extended experience have students pretend that their bedroom and the family bathroom is a motel unit. Have them do a room "make-up." Write an evaluation.	

CONCEPTS	LEARNING EXPERIENCES	GENERALIZATIONS
Food Services	Have a person who does catering present her story to the class.	Catering can be a creative outlet for a woman who enjoys working with foods and people.
	Read job analysis in *D.O.T.* Compare to a real-life situation.	
a. Home	Compile list of other ways one could use their culinary skill to earn money. Example: Home baking, jelly making.	
	Role play the job of preparing, serving, and cleaning up an evening meal for a family of six.	Practice tends to improve one's skill.
	Discuss possibilities of this as a part-time job.	
	Evaluation: As an extended experience, prepare, serve, and clean up an evening meal for your family. Analyze and evaluate your work.	
b. Commercial	In teams, survey the local restaurants listing jobs available (see Appendix M).	Jobs in commercial food service are many and varied.
	Use *D.O.T.* to get these job descriptions.	
	Take a field trip to a restaurant. Talk to the manager, a waitress, a bus boy, etc., to learn of their particular job.	Firsthand information promotes an accurate picture of a given situation.
	Visit the school cafeteria in small groups to see the equipment in use.	Commercial food service requires knowledge of equipment that is different from that used in a home.
	As a group, have lunch out. Evaluate service giving constructive ideas for bettering it.	Nothing takes the place of actual experience.
	If possible, provide waitress service for a school or community function.	

Companion to the Elderly	Show these films as a springboard for a discussion on the needs of the elderly: *Old Age, Part I. The Wasted Years; Old Age, Part II. Out of Sight, Out of Mind.* Available from Audiovisual Instruction, Division of Continuing Education, Coliseum 131, Corvallis, Oregon 97331.	The life expectancy of a person has increased. With increased life expectancy and fewer three-generation homes, it becomes necessary to prepare people to care for the elderly.
	Visit a retirement home or a nursing home to see facilities for care of the elderly.	
	Debate pros and cons of putting the elderly into nursing or retirement homes.	It is possible as people live longer, and with advances in the medical field, that we may need to reassess our retirement laws.
Homemakers' Assistant	List the housekeeping jobs which could be performed by an outsider.	As women earn more money and spend more hours outside the home in employment and/or community services, there is a greater need for hired help in routine housekeeping tasks.
	Students demonstrate how to do special jobs such as wash windows, polish a waxed floor, wash walls, etc.	Knowing how to do a task correctly may make doing it easier.
	As an extended experience, have students perform one or two special tasks at home and evaluate.	
Visiting Homemakers	To the tasks of the homemaker's assistant, add those which may need to be performed by an outsider if the mother is removed from the home through illness or death.	Illness and/or death may make it necessary to secure help from someone other than family.
	Secure a person who is employed as a visiting homemaker or a person from the county health and welfare department to present the opportunities and obligations of this job.	When one is ill, it is comforting to know that there is someone who is prepared and capable to take charge of one's home and family.
	Evaluation: Give reasons why the visiting homemaker should be an older rather than high-school-age person.	

APPENDIX A

WORKING VOCABULARY FOR UNIT

The following words are ones for which students and their teachers will need a common meaning. Each occupation studied will have a vocabulary unique to it. Students should be encouraged to add these words to their lists.

advancement
attitude
aptitude
application form
apply
avocation
Bureau of Census
Bureau of Labor
bonds
career
change
cooperation
employee, employer
Dictionary of Occupational Titles (D.O.T.)
Federal Insurance Contribution Act (FICA)
flexibility
finance
fringe benefits
gainful employment
goals
grooming
influential
integrity
interest (on loans)
interpersonal relationships
interview
interviewee
interviewer
job
job cluster
job satisfaction
labor union
market
marketable
marketable skill
maturity
Manpower Development and Training Act (MDTA)
minimum age
minimum wage
negotiate
nutrients
nutrition
occupation
occupational
occupational cluster
occupational training
on-the-job training
optimum health
Oregon State Employment Service (OSES)
orientation
overtime
output
payroll
payroll deductions
personnel director
piecework
priority
professional
professional attitudes
projection
psychological satisfaction
Public Employee's Retirement System (PERS)
punctuality
qualifications
quality
quantity
realistic goals
references
reliability
responsibility
resources
resume
retirement
retirement laws
salary
salary schedule
salable skills
self concept
seniority
seniority rights
skill
State Industrial
Social Security
strikes
technical
terminal
time and a half
training
vocation
vocational
wages
want-ads
witholding tax
work
worker

APPENDIX B

NAME _____

DATE _____

READING REPORTS

1. Name of reference: _____

2. Author and/or publisher: _____

_____

3. Date of publication: _____ Pages read: _____

4. Give, in your own words, a summary of what you read:

5. What information will be useful to you and how will you use it?

	Information	Use
Now		
Later		

APPENDIX C

MY WAGE

I bargained with Life for a penny,
And Life would pay no more,
However I begged at evening
When I counted my scanty score.

For Life is a just employer
He gives you what you ask
But once you have set the wages
Why you must bear the task.

I worked for a menial's hire
Only to learn, dismayed,
That any wage I had asked of Life
Life would have paid.

Jessie B. Rittenhouse

APPENDIX D

DISHES

Thank God for dirty dishes
They have a tale to tell

While other folks go hungry
We're eating very well

For hearth, and home, and happiness
I shouldn't want or fuss

For by this stack of evidence
God's very good to us.

Author Unknown

APPENDIX E

BUILDING CATHEDRALS

Three men, all engaged at the same employment, were asked what they were doing. One said he was making five dollars a day. Another replied he was cutting stone. The third said he was building a cathedral. The difference was not in what they were actually doing, although the spirit of the third might quite possibly have made him the more expert at his task. They were all earning the same wage; they were all cutting stone, but only one held it in his mind that he was helping build a great edifice. Life meant more to him than to his mates because he saw further and more clearly.

The farmer may be only planting seeds, but if he opens his eyes, he is feeding the world. The railroad man, the factory hand, the clerk in the store, likewise are building their cathedrals. The investors of stocks and bonds, the executives of great corporations—they are building cathedrals also—if only they can catch the vision. The housewife does not count the dollars she receives for her exertions. If she did, her life would be unhappy indeed. The rest of us, the great figures of the industrial world are thinking too much about such things as cutting stone and making profits, fully to be realizing the beauty of life.

Omaha Bee

APPENDIX F

ATTITUDE REACTOR SHEET

Directions:

I will show you pictures depicting various jobs that might be done by a Homemaker's Assistant. Assume you are that person and that you have been asked by your employer to do that job. What is your first reaction?

Place that reaction in the first column to the right of the number which corresponds to the job. Then check other appropriate response(s).

First reaction	Know how	Do not know how	Do willing and will enjoy	Do willing but won't enjoy	Would not do
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					

07

9.

10.

11.

12.

13.

14.

15.

16.

17.

18.

19.

20.

21.

22.

23.

31

APPENDIX G

NAME _____

DATE _____

RESOURCE VISITORS REPORT

1. Name of person: _____

2. Title: _____

3. Position: _____

4. Summarize what was said:

5. What information learned from this speaker will be useful to you and how will you use it?

	Information	Use
Now		
Later		

6. Would you like to pursue this topic in greater depth?

7. Any suggestions:

APPENDIX H

NAME _____

DATE _____

AUDIOVISUAL REPORT

1. Check information source:

_____ film	_____ radio program
_____ filmstrip	_____ tape
_____ TV program	_____ record
_____ bulletin board	_____ other
_____ demonstration	

2. Title of source: _____

Author or commentator: _____

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3. Summarize the presentation in your own words:

4. What understandings did this presentation give to you:

5. What information will be useful to you and how will you use it? Use back of sheet if necessary.

Information	Use
Now	
Later	

APPENDIX I

WHAT HAVE YOU GOT TO OFFER?

What kind of an employee will you make? You can take stock of yourself right now and find out. Here are some questions to ask yourself. Answer them honestly and see how you rate.

		Yes	No	
1.	Do you have a real willingness and desire to learn new skills and new ways of doing things?	_____	_____	1.
2.	Are you neat in your personal appearance and work habits?	_____	_____	2.
3.	Are you punctual?	_____	_____	3.
4.	Can you apply yourself to a job without being easily bored or distracted?	_____	_____	4.
5.	Can you adapt to new and unexpected situations easily?	_____	_____	5.
6.	Can you work under pressure, when necessary, without becoming nervous and upset?	_____	_____	6.
7.	Do you have confidence in your abilities?	_____	_____	7.
8.	Are you emotionally stable, capable of taking things in your stride?	_____	_____	8.
9.	Have you enough initiative to be able to work on your own?	_____	_____	9.
10.	Are your job plans in keeping with your own capacities and the opportunities employers have to offer?	_____	_____	10.
11.	Do you have a sense of duty and responsibility?	_____	_____	11.
12.	Are you reliable? Can you be depended on to do a job satisfactorily?	_____	_____	12.
13.	Can you gain the friendship and respect of fellow workers?	_____	_____	13.
14.	Can you cooperate with fellow workers?	_____	_____	14.
15.	Can you cooperate with supervision and management?	_____	_____	15.

16.	Can you follow directions willingly and without argument because you respect authority?	_____	_____	16.
17.	Can you accept criticism without feeling hurt?	_____	_____	17.
18.	Can you understand instructions and carry them out accurately?	_____	_____	18.
19.	Can you work without constant supervision?	_____	_____	19.
20.	Do you ask questions about things you don't understand?	_____	_____	20.
21.	Can you complete a job once you start it?	_____	_____	21.
22.	Are you a pleasant person to work with?	_____	_____	22.
23.	Are you friendly and congenial?	_____	_____	23.

APPENDIX J

MATURITY–ARE YOU THERE?

Directions: This device can be used at the beginning of the RELATIONSHIPS unit and again as a follow-up at the end of the course.* Check the appropriate column.

	Very Much	Quite A Lot	Little	None
Physical Maturity:				
1. How slowly are you growing?	____	____	____	____
2. How much can you do without undue tiring?	____	____	____	____
Intellectual Maturity:				
1. How many decisions do you make on your own?	____	____	____	____
2. How objective are you?	____	____	____	____
3. How responsible are you for your behavior and its consequences?	____	____	____	____
4. How well can you postpone judgments of others?	____	____	____	____
5. How often do you use a problem-solving approach?	____	____	____	____
Emotional Maturity:				
1. How well do you restrain your immediate impulses?	____	____	____	____
2. How well can you recognize and sort out your feelings?	____	____	____	____
3. How much do you express your emotions in constructive manners?	____	____	____	____
4. How much heavy emotional burden can you carry without breaking up?	____	____	____	____

Social Maturity:

1. How well can you accept others for what they are? ____ ____ ____ ____
2. How well do you avoid labeling others? ____ ____ ____ ____
3. How independent of your parents are you? ____ ____ ____ ____
4. How easily can you meet new people? ____ ____ ____ ____
5. How much do you enjoy being alone? ____ ____ ____ ____
6. How much do you enjoy being with a group? ____ ____ ____ ____
7. How well can you make and keep friends of both sexes? ____ ____ ____ ____
8. How well can you work with others under a democratic system? ____ ____ ____ ____
9. How well can you follow the rules and laws of a group? ____ ____ ____ ____
10. How much do you contribute to the groups around you? ____ ____ ____ ____

Philosophical Maturity:

1. How well do you know where you are headed? ____ ____ ____ ____
2. How many long-term goals have you established? ____ ____ ____ ____
3. How fast can you regain your balance after an emergency? ____ ____ ____ ____
4. How well can you stay in limits by yourself? ____ ____ ____ ____
5. How much do you worry about the being of another person? ____ ____ ____ ____

*NOTE: This checklist has been devised to use with Chapter 3, "How Mature Are You?" in *Family Living* by Evelyn Duvall, but may be used effectively with other teaching aids and references.

APPENDIX K

NAME _____

DATE _____

FIELD TRIP REPORT

Fill in numbers 1 to 6 before trip. Others afterwards.

1. Place to be visited: _____

2. Time: _____

3. Purposes of trip are: _____

4. The people I plan to meet are:

5. The things I hope to see are:

6. The questions I want to have answered are:

7. Summarize the trip.

8. The most worthwhile feature of the trip to me was:

9. Suggestions for improving future field trips:

APPENDIX L

WORK EXPERIENCE REPORT

NAME _____

DATE _____

44 The job I did was: _____

It included the following tasks:

I feel I did well on:

I'd need to learn the following before I'd feel proficient enough to sell my services:

I would enjoy developing the ability to do this job:

APPENDIX M

Business Survey
Wage Earning Occupations in Home Economics

INTERVIEWER: _____

1. Name of firm or business _____ Date _____
2. Address _____ County _____
3. Main function of firm or business _____
4. Person interviewed _____ Position _____
5. Average number of employees: Male _____ Female _____
6. Maximum number of employees during past year: _____
7. Number present employees who have been with your company less than one year. _____
8. Approximately what percentage of your employees do you require high school graduation as a minimum qualification? _____

9. What are the age requirements for employment in your company? Minimum: _____ Maximum: _____

10. In general, how are your employees trained or prepared for their current positions?

On-the-job training _____ By other firms _____
Vocational programs _____ Other methods _____

11. If the need arises, would representatives from your firm or business serve on committees with school officials to advise the planning and operating of programs for wage earning occupations in home economics.

Yes _____ No _____

12. Would your firm or business accept students under a cooperative plan to provide occupational experience in preparation for employment?

Yes _____ No _____

13. Would you hire high school students who had completed a training program in food service sponsored by the public schools if you need employees?

Yes _____ No _____

Would you prefer to train them yourself? Yes _____ No _____

Occupations	Current Number of Persons Employed in This Occupation	Number of Persons Likely to be Employed in This Occupation in Five Years	Desired Educational Background for Occupation
Waitress			
Waiters			
Cook			
Hostess			
Cashier			
Chef			
Manager			
Caterer			
Dishwasher			
Other			

Used by Joyce Terrass, Teacher Educator, Purdue University.
Taken from an audio-tutorial kit *To Help Teachers Identify Essential Steps In Planning for Occupational Programs in Home Economics,* University of Washington.